DOCUMENT RESUME

ED 348 535 CE 061 760

AUTHOR Beeken, Lois A.; And Others
TITLE Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?
INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Sep 92
NOTE 3p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - Serials (022)
JOURNAL CIT NCRVE Professional Development Bulletin; v1 n1 Sep 1992

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cooperation; *Demonstration Programs; Elementary Secondary Education; *Inservice Teacher Education; *Professional Development; Teacher Attitudes; *Teacher Improvement; *Teaching Conditions; Teleconferencing
IDENTIFIERS *Teacher Collaboration

ABSTRACT

Research reports show that in many schools, teachers are isolated and have little chance for professional collaboration with fellow teachers. However, research also demonstrates that when teachers collaborate, instruction improves. Seven examples of teacher collaboration throughout the United States show how collaboration can be implemented and how it can be beneficial: (1) a memo board in the teachers' workroom; (2) voluntary teacher-student "conversations"; (3) common planning times; (4) summer teacher internships; (5) paraprofessionals assuming nonteaching responsibilities to free teachers for collaboration; (6) English and business collaboration in desktop publishing of student newsletters; and (7) a summer workshop to upgrade vocational subjects with applied academics. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NCRVE

National Center for Research in Vocational Education
University of California, Berkeley

PROFESSIONAL DEVELOPMENT BULLETIN

Volume 1 Number 1 September 1992

ED348535

IDEAS FOR TEACHER COLLABORATION

What happens when teachers collaborate?

John checks his mailbox, checks the bulletin board to see what time the faculty meeting will be on Monday, picks up a cup of coffee and heads to the vocational department. There he chats briefly with the home economics teacher about the new bus duty schedule. The rest of the day he will spend with his students behind closed classroom doors. The only contact with the rest of the "professional world" will be at lunch in the teachers' lounge where he sits with the other horticulture teacher.

Does this professional isolation sound familiar? University of California researcher Judith Warren Little (1987) observes that in many schools teachers "work out of sight and hearing of one another, plan and prepare their lessons and materials alone, and struggle on their own to solve most of their instructional, curricular, and management problems" (p. 491).

What happens when teachers collaborate? Little (1987) reports that "teachers' work as colleagues promises greater coherence and integration to the daily work of teaching. It equips individuals, groups, and institutions for steady improvement. And it helps to organize the schools as an environment for learning to teach" (p. 513).

NCRVE researchers have discovered many examples of teacher collaboration—both formal and informal:

Walhalla High School
151 Razorback Lane, Walhalla, SC 29691

A memo board has been placed in the teacher's workroom where teachers now leave such messages as "I need help with teaching fertilizer analysis." Small as this may seem, the response from both academic and vocational teachers has been positive and helpful. Integration of vocational and academic instruction at Walhalla has moved from an "unconscious" to a "conscious" state, e.g., the algebra class writes "math stories" which are typed by the word processing class; a lesson on measurement is taught by the foods teacher to a math class.

Paul M. Hodgson Vocational-Technical High School
2575 Summit Bridge Road, Newark, DE 19702

Collaboration on a Senior Project began at Hodgson with voluntary morning and afternoon "conversations." Some teachers wanted to expand the senior lab-based research paper that integrated English and vocational areas. They wanted a senior project that would include a research paper; a lab-related product, e.g., a model house built to scale; and a final oral presentation. Now all teachers and all students, including those with special needs, participate and have "gained greater insight into and appreciation of each other's disciplines," according to Principal Steven Godowsky.

Pocatello Senior High School,
325 North Arthur, Pocatello, ID 83204

Pocatello teachers developed an applied math course that meets college entrance requirements. The course was so successful that teachers from other areas began to ask for help from the applied math instructor. Principal Carole McWilliam now arranges the master schedule so that collaborating teachers have common planning times and so that class schedules allow for team teaching efforts.

Partnership for Academic and Career Education (PACE)
P O Box 587, Pendleton, SC 29670

Six area companies supported a summer teacher internship program to encourage teachers to integrate real-life examples in applied academic classes. Teachers developed a project and a brief inservice program to share project outcomes with other teachers in the school/district and members of the PACE teacher networks.

CE061760

BEST COPY AVAILABLE

West Bend East High School
1305 East Decorah Road, West Bend, WI 53095-4399

Instruction in a pilot Youth Apprenticeship-Printing Program is directed by a team composed of teachers from chemistry, math, English, social studies, and graphic arts. Principal Mary Skalecki has permission from her board of education to shift non-teaching responsibilities of team members to paraprofessionals, allowing free time for common planning.

Weldon High School
Post Office Box 71, Weldon, NC 27890

An experiment in desktop publishing and graphic arts involved the heads of the English and business departments, a graphics communication teacher, and students from English and computer applications courses. The result was a student newsletter—a source of pride to students who had never been part of such "a friendly collaboration between students and teachers," according to Principal Robert E. Daniel.

Great Oaks Joint Vocational School District
3254 East Kemper Road, Cincinnati, OH 45241

Vocational and applied academics teachers met with advisory committee members in a summer workshop to upgrade five vocational subject areas that were representative of the breadth of offerings at the Scarlet Oaks Career Development campus. Joint planning periods allowed those teachers to continue to work together throughout the year. Two periods of release time permitted them to sit in on each other's classes to observe and provide instructional assistance.

The above examples stimulate us to continue thinking about how teachers can work together to improve teaching and learning.

REFERENCES AND ADDITIONAL RESOURCES

To receive a NCRVE products catalog or to receive copies of NCRVE articles, call the NCRVE Materials Distribution Service (MDS): (800) 637 7652.

Beck, R. H., Copa, G. H., & Pease, V. H. (1991). Vocational and academic teachers work together (Report No. MDS-393). Berkeley: University of California at Berkeley, National Center for Research in Vocational Education.

Dornsife, C. (1992). Beyond articulation: The development of tech prep programs (Report No. MDS-311). Berkeley: University of California at Berkeley, National Center for Research in Vocational Education.

Grubb, W. N., Davis, G., Lum, J., Plihal, J., & Mergaine, C. (1991). The cunning hand, the cultured mind: Models for integrating vocational and academic education (Report No. MDS-141). Berkeley: University of California at Berkeley, National Center for Research in Vocational Education.

Inservice Project, Virginia Polytechnic Institute and State University. (1989). Proceedings for forum on integrating occupational and academic education (Report No. MDS-118). Berkeley University of California at Berkeley, National Center for Research in Vocational Education.

Little, J. W. (1987). Teachers as colleagues. In V. Richardson-Koehler (Ed.), Educator's handbook: A research perspective (pp. 491-518). New York: Longman.

National Center for Research in Vocational Education, University of California at Berkeley. (1989). Integrating academic and vocational studies (Videotape No. MDS-108). MaComb: Western Illinois University, Materials Distribution Service.

Fall 1992 NCRVE Teleconferences:

September 30:	Preparing Vocational Education Teachers for the 21st Century
October 14:	Integration of Vocational and Academic Education
November 10:	Developing Tech Prep Programs
November 24:	Integration of Vocational and Academic Education
December 15:	Developing Tech Prep Programs

Address all comments and questions to:

Lois A. Beeken
NCRVE Inservice Education Project
116 Lane Hall, Virginia Tech
Blacksburg, VA 24061-0254

NCRVE toll free number at Berkeley: (800) 762 4093

Developed by:
Lois A. Beeken, B. June Schmidt, and Dale A. Beaver
Virginia Polytechnic Institute and State University Site

This publication was prepared pursuant to a grant from the Office of Vocational and Adult Education, U.S. Department of Education.